

# Everyday Lifesavers

## Responding to an Emergency Activity 1

View the 'Everyday Lifesavers' VR tour at [www.lsv.com.au/vr](http://www.lsv.com.au/vr)

LEVELS 3, 4, 5, 6, 7 & 8



### Key Learning

During this activity, students will reflect on situations during their own lives where they might be the first responder in the event of an emergency and identify what they could do to help.



### Resources

- Blank A4 paper
- Appendix A: '000 Emergency (Ambulance Victoria)'



### Engage

- Ask students to think about times during their day and week where there might be no adults close by. For example, walking home from school, in the playground before school, playing in the backyard with a sibling etc.
- Write each of the suggestions on the board.



### Explore

- In pairs, students need to choose one of these situations that applies to them. Together, they need to think about all the risks/hazards that could possibly be present in this situation. For example, crossing a busy road, walking near a creek or waterway etc.
- On a blank piece of A4 paper, students need to draw their scene including some of these hazards. Encourage students to include lots of detail and carefully label each of the hazards



### Curriculum

#### Health and Physical Education – Physical, social and Community Health

*Being healthy, safe and active*  
Level 3 & 4

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([VCHPEP090](#))
- Identify and practise strategies to promote health, safety and wellbeing ([VCHPEP091](#))

Level 5 & 6

- Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

Level 7 & 8

- Investigate and select strategies to promote health, safety and wellbeing ([VCHPEP126](#))



## Explain

Discuss as a whole class:

- What were some of the hazards you could find?
- Are these dangers always present at this location?
- What safety precautions could you take to reduce the risks?
- In the case of an emergency, when should you help/not help?

*Answer: Your own safety comes first in an emergency!*



## Elaborate

- Pairs now need to swap their picture with another pair.
- Looking at the picture, they should identify at least five things that they could do to help in an emergency at this location. For example, call 000, ask a passer-by for help etc.





## Evaluate


Discuss as a class:


- Are there any situations that you came across where calling triple zero was not appropriate?
- In which types of situations would you call triple zero?
- Give each student a copy of Appendix A: 000 Emergency. Give them time to fill it in with their own details and encourage them to take this home and discuss with their families.





In a medical emergency,  
**CALL 000** (triple zero)  
and ask for **AMBULANCE**



 An interpreter is available by stating  
“ambulance” in English and then the  
language that you speak.

**Then tell us**  
**Where is your emergency?**  
Write your address:

Nearest cross street or landmark:

**What is your emergency?**  
**What is your phone number?**  
Write your phone number:

**DO NOT HANG UP UNTIL THE CALLTAKER TELLS YOU!**